

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
February 6, 2013**

The North Carolina State Board of Education met after the Board Committees concluded their work and the following members were present:

William Harrison, Chairman
Wayne McDevitt, Vice Chairman
Melissa Bartlett
Christine Greene
Patricia Willoughby

Christine Greene
Shirley Harris
Kevin Howell
Jean Woolard

Also present were:

June St. Clair Atkinson, State Superintendent
Wallace Nelson, Board Member Advisor
Diane Frost, Superintendent Advisor

Patrice Faison, Principal of the Year Advisor
Tyronna Hooker, Teacher of the Year Advisor
Darcy Grimes, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

Chairman William Harrison called the Wednesday session of the February 2013 State Board of Education meeting to order and declared the Board in official session. Chairman Harrison noted that the Board had just completed its Committee meetings for the day, and will hold the official State Board meeting on Thursday morning, at which time the Board will vote on action items.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

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Closed Session

Chairman Harrison asked for a motion to convene in closed session.

*Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Patricia Willoughby the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters; and to consider the handling of the following case: *Turner and Hurst v The Hammocks Beach Corporation, et al.**

Following adjournment of the Closed Session, Chairman Harrison requested a motion to adjourn from Open Session.

Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to recess the State Board of Education meeting until Thursday, February 7, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
February 7, 2013**

The North Carolina State Board of Education met and the following members were present:

William C. Harrison, Chairman
Wayne McDevitt, Vice Chairman
Dan Forest, Lt. Governor
Janet Cowell, State Treasurer
Melissa Bartlett
Christine Greene
Shirley Harris

Kevin Howell
Reginald Kenan
John Tate (participated via conference call)
Patricia Willoughby
Jean Woolard

Also present were:

June St. Clair Atkinson, State Superintendent
Wallace Nelson, Board Member Advisor
Diane Frost, Superintendent Advisor
Tyronna Hooker, Teacher of the Year Advisor

Darcy Grimes, Teacher of the Year Advisor
Amberly Philips, Student Advisor
Madison Bell, Student Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Harrison called the Thursday session of the February State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday and today will vote on action items and receive reports on other topics.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Board member Kevin Howell recused himself from discussion on TCP 2 – Approval of New Licensure Areas in Undergraduate and Graduate Traditional Programs. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Chairman Harrison noted the absence of Board member John Tate, but explained that he will be joining the meeting via conference call around 9:15 a.m.

Board member Melissa Bartlett was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Chairman Harrison asked for a motion to approve the minutes of the January 9-10, 2013, State Board of Education meetings.

Discussion/Comments:

- There was no discussion.

Ms. Christine Greene made a motion to approve the minutes of the January 9-10, 2013, State Board of Education meetings. Seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the minutes as presented.

PRESENTATION OF RESOLUTION OPPOSING CORPORAL PUNISHMENT

Chairman Harrison explained that at its January meeting, Board member John Tate introduced a resolution opposing corporal punishment in North Carolina's public schools and asked the Board to support the resolution. He noted that he asked Mr. Tate to return to the Board this month with a revised resolution for the Board's consideration.

Chairman Harrison reminded Board members and the audience that the use of corporal punishment is not a State Board of Education policy. He explained that the authority to administer corporal punishment is, in fact, in General Statute § 115C-390.4, which states "Each local board of education shall determine whether corporal punishment will be permitted in its school administrative unit." He reiterated that State Board of Education policy does not address corporal punishment.

Prior to reading the proposed resolution, Chairman Harrison noted that a copy of the resolution is posted on the Board's eBoard site.

NORTH CAROLINA STATE BOARD OF EDUCATION RESOLUTION OPPOSING CORPORAL PUNISHMENT

I RECOMMEND that the State Board of Education ADOPT the following Resolution:

WHEREAS the use of corporal punishment has long been criticized by child development experts and child advocacy groups as an effective discipline method; and

WHEREAS the use of corporal punishment has the potential to seriously harm students physically, mentally and emotionally; and

WHEREAS corporal punishment is often indistinguishable from child abuse; and

WHEREAS the effects of corporal punishment instill fear of physical pain to the victim which replaces any meaningful understanding of the underlying punishment; and

WHEREAS there are numerous alternative methods of maintaining effective discipline which can be used in lieu of corporal punishment;

Therefore Be It RESOLVED: That this Board be, and hereby is, opposed to corporal punishment.

I certify that the above is a true and correct copy of the action taken by the State Board of Education at its meeting on February 7, 2013.

William C. Harrison, Ed.D.
Chairman, North Carolina State Board of Education

After noting that Board members have had ample opportunity to examine the resolution, Chairman Harrison asked for a motion to approve the resolution.

<i>Upon motion by Ms. Shirley Harris, and seconded by State Treasurer Janet Cowell, the Board voted to adopt the resolution opposing corporal punishment as read. Lt. Governor Dan Forest voted in opposition of adopting the resolution.</i>

Chairman Harrison reiterated that the Board's stand does not alter current legislation; it simply puts the Board on record as opposing corporal punishment in the public schools.

SPECIAL RECOGNITION

➤ Title I Distinguished Schools Award

- ❖ **Oak Hill Elementary School – Mr. Ashton Clemmons (Principal, Guilford County Schools)**
- ❖ **Bethel Elementary School – Ms. Jill Barker (Principal, Haywood County Schools)**

Chairman Harrison explained that each year, the State Board recognizes any Title I Distinguished School award winners that North Carolina might have. He explained that schools are chosen based on the following criteria: 1) Exceptional student performance in reading and/or math for the two most current school years and 2) Significant progress in closing the achievement gap in reading and/or math the two most current school years.

Chairman Harrison recognized Mr. Brandon Patterson (Assistant Director, Federal Program Monitoring Division) to present the 2013 Title I Distinguished School winners.

Prior to announcing this year's winners, Mr. Patterson acknowledged Ms. Yvonne Perry (Title I Consultant) who provides leadership and facilitation of this project for North Carolina.

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Mr. Patterson announced the National Title I Distinguished School recognized under the category of Sustained Student Achievement and High Performance: Bethel Elementary School (Haywood County Schools). He recognized Principal Jill Barker for comments.

Using the Super Bowl and real-life story of Michael Oher (Raven's player) from *The Blind Side* to talk about the school's demographics, challenges and success story, Ms. Barker shared that the school's culture has evolved into a caring, encouraging and supportive family atmosphere which results in academic success for its students, as well as parent and community involvement. She spoke specifically about the things that the school can control, i.e., expectations, professional development, student data, student intervention, what happens in the classroom and personal/collaborative partnerships with children, parents and the community.

Principal Jill Barker introduced her Superintendent Dr. Anne Garrett, Mr. Fred Trantham (Title I director), and teachers Ms. Melissa Collins (Exceptional Children), Ms. Karen Hopkins (4th grade), Ms. Heidi Ashe (5th grade), Ms. Maria Miller (3rd grade), and Ms. Nicole Revis (5th grade). The group was invited forward to receive their school's award. The presentation was photographed.

After reviewing the eligibility criteria and selection process for these awards, Mr. Patterson announced the National Title I Distinguished School recognized under the category of Closing the Achievement Gap: Oak Hill Elementary School (Guilford County Schools). Noting the absence of Principal Ashton Clemmons who is receiving an award from the North Carolina Association of Curriculum Development (ASCD) today, Mr. Patterson invited teachers Ms. Sabrina Peacock and Mr. Travis Beason for comments.

Mr. Beason (Physical Education teacher) provided an overview of Oak Hill's demographics. He highlighted that the school is 99% Free and Reduced lunch and 50% ESL with eighteen different languages spoken at the school. He also noted that five years ago, Oak Hill was the lowest-performing school in the state. In year three of the federal improvement grant, the reading scores have increased from 34% to 49.9%, math scores increased from 55% to 86.3%, and the science scores increased from 34.1% to 85.5 percent. Overall, there is an increased composite from 44% to 70.3%.

Ms. Peacock (3rd grade teacher) spoke about Oak Hill's Points of Pride that they believe have had the most significant impact on student achievement and growth. In addition to the school culture of family, the school has great leadership, teachers want to be there, and programs were developed to empower students, parents and the community. She explained that there was no prior support or participation from parents. However, Oak Hill has worked hard to implement programs to encourage involvement by parents and the community. She provided some examples such as free swimming lessons at High Point University donated by an individual, GED programs free of charge for parents, iMoms, workshops for parents about health and education issues as well as how to read with children and how to help with homework. She also shared that the school implemented after-school extra-curricular activities for students including sports, clubs, ballroom dancing, cheerleading, arts and crafts, etc., which also brings parents into the school. In closing comments, Ms. Peacock spoke about the Professional Learning Communities (PLCs) and planning time, which help the students achieve academically. She stressed that Oak Hill is a data-driven school, and she provided examples of how data is used to allow flexible groupings with students based on the standards where students need additional help using research-

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based material (individualized instruction). In closing comments, Ms. Peacock shared that Oak Hill Elementary School works every day to meet the individual needs of its students and operates as a family unit.

Mr. Beason and Ms. Peacock were invited forward to receive their school's award. The presentation was photographed.

KEY INITIATIVES REPORTS AND DISCUSSION

➤ Career and College Ready, Set, Go/Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program)

Mr. Levinson presented the Year 2 Race to the Top report (mid-term grade). Mr. Levinson set the context by sharing a PowerPoint presentation that was presented to the Joint Legislative Education Oversight Committee (JLEOC) in November in response to legislation requiring the Department to give them a progress update on the RttT implementation.

Mr. Levinson shared that the presentation to the JLEOC focused on why the state engaged in the remodeling effort, the role of Race to the Top in that effort, and the focus areas: Standards & Assessments; Measuring Educator Effectiveness; Technology-Enhanced Instruction; and Supporting Districts & Schools. Mr. Levinson stated that the driver of this remodeling effort is that North Carolina's economic well-being depends on a workforce that is knowledgeable and can compete internationally.

Mr. Levinson stated that the \$400 million RttT grant is enabling DPI to remodel the system during a time when there has not been a lot of money on hand. RttT is a significant part of the READY initiative, i.e., the funding is helping North Carolina move forward with this initiative. The Measureable Goals for READY include: Near 100% Graduation Rate; Increased College Enrollment for both (2- & 4-year); Increased College Readiness (90% of graduates need no remediation); and globally competitive 4th and 8th grade math and reading performance. The central focus of READY is improving every student's learning by enabling and ensuring great teaching.

Mr. Levinson shared a project map that shows all of the initiatives such as the New Standard Course of Study, the Balanced Assessment System, and the New Accountability Model. He explained that the components of the different initiatives focus on strong leaders; a fair educator evaluation system that is valid, reliable, uses data and gives lots of feedback; tools and training to improve practice including professional development, technology tools such as Home Base to provide every teacher access to the same kinds of tools that the wealthier districts can afford, methods to teach the new more challenging standards; improved supply of teachers for those districts who have challenges in finding high quality teachers, and support in low-achieving districts and schools. In addition, Mr. Levinson stated that there is a huge management communications effort in terms of administering RttT.

The following quote from Education Secretary Arne Duncan about how North Carolina is doing at the RttT mid-point was shared by Mr. Levinson.

“North Carolina has set a clear path forward on comprehensive education reform that will better support teachers and principals and enable student growth for years to come. They have

overcome challenges and proved what's possible when everyone works together. We look forward to seeing their continued progress and strong execution of key efforts that will empower educators to transform their classrooms into models of 21st century learning."

Mr. Levinson stated that this is a strong endorsement of the Department's efforts. He noted that his favorite part was Secretary Duncan's comments about the challenges. He also shared some additional comments made by the Secretary in a press release to national and state press where North Carolina was highlighted.

"NC is one of three RttT states (Tennessee and Rhode Island are the others) which "[have] overcome considerable challenges and **stayed right on track.**"

"North Carolina is fully implementing its teacher-evaluation system."

According to the U.S. Department of Education Summary dated February 2, 2013, major challenges include:

- Contract delays set back technology projects, including Home Base, the Cloud, and Virtual Blended STEM Courses, as well as activities in the STEM Anchor School and Affinity Network schools
- The state fell below the target of having 100 North Carolina Teacher Corps members participate in the first year of the program, and plans to make adjustments to its year three recruitment strategies and timelines to increase interest in the program

What's next according to the U.S. Dept. of Ed Summary (2/2/13)?

- Development, pilot, and roll out
- Full implementation of the educator evaluation system including Measures of Student Learning (MSLs)/Common Exams for teachers of "non-tested" grades and subjects
- Release of expanded teacher preparation program report cards (including student growth data)
- Opening of one additional STEM Anchor school and four Affinity Network schools
- Launch of three more NC Virtual Public School (NCVPS) STEM courses and service to more than 2,000 students

Mr. Levinson shared other next steps that were not highlighted in the US Dept. of Ed Summary.

- More NCEdCloud services available/accessed by schools
- A third round of regional summer institutes (for every local district and charter school) to deepen educators' understanding of how to help students meet the new, higher standards
- Continuing intensive training and coaching for lowest-achieving schools and districts – redoubling of support for those few not making gains in student proficiency
- Evaluation reports
- Lots and lots of Communication about READY!!

Vice Chairman McDevitt suggested that the Department share this information and recognize the LEAs for their part in the success of RttT. Board member Willoughby encouraged Mr. Levinson to remind practitioners and the general public that there is no difference in the evidence between readiness for college and readiness for career. It's not just about remediation percentages but also readiness for life after high school regardless of the path. Chairman Harrison reiterated that this is not a federal Race to the Top program because it is the work of the Department of Public Instruction and State Board of

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Education that began more than four years ago. The Race to the Top funding simply provided an opportunity to move it faster and further. The Chairman commended Superintendent Atkinson, Mr. Levinson and the Department for being able to balance between state involvement and direction, recognizing the need for autonomy in the school districts, and for putting together an ambitious state plan and making it work. He also commended all of the LEA superintendents, principals, teachers, and local board members for the great work they are doing in the face of adversity.

STATE SUPERINTENDENT'S REPORT

USED Report: NC Ahead in Race to the Top

Innovation in support for teachers and struggling schools, along with the infusion of new technology are among the reasons North Carolina is at the head of the pack at the halfway point of its Race to the Top initiative, according to a report released by the U.S. Department of Education (USED).

The four-year, \$400 million Race to the Top grant, awarded in summer 2010, has entered its third year. North Carolina is one of 11 states, along with the District of Columbia, to receive the award. The grant's objectives include greater level support for teachers and principals, turning around low-performing schools and beefing up technology for students and teachers.

"North Carolina has set a clear path forward on comprehensive education reform that will better support teachers and principals and enable student growth for years to come," said U.S. Secretary of Education Arne Duncan. "They have overcome challenges and proved what's possible when everyone works together. We look forward to seeing their continued progress and strong execution of key efforts that will empower educators to transform their classrooms into models of 21st century learning."

The report cites a number of areas where North Carolina has succeeded in moving the initiative to the forefront among the nation's Race to the Top states. USED cites as North Carolina's major accomplishments:

- Transitioning to College- and Career-Ready Standards, through professional development and diagnostic assessments for teachers;
- Supporting Great Teachers and School Leaders, through adopting a statewide growth model for tested subjects and online evaluation across all districts; engaging educators in developing statewide growth measures; training teachers through the new Teacher Corps program; and completing training for principals in Leadership Academies.
- Turning Around Low-Performing Schools. Since the beginning of the grant, 84 percent of North Carolina's low-performing schools have increased their performance; 39 are performing above the target of 60 percent proficiency; and five of seven that had graduation rates below 60 percent are now above that mark. This has been accomplished in part by 72 coaches dispatched to these schools.
- Building Better Data Systems, through the design and shared services via the NC Education Cloud; and through the development of Home Base, the state's new technology-based tool to manage all professional resources and student data.
- Enhancing Science, Technology, Engineering and Mathematics (STEM) Education, through serving students in three anchor and 12 affinity STEM schools across the state, along with the development of new, virtual STEM courses.

February 6 Marks National Digital Learning Day

National Digital Learning Day is sponsored by the National Alliance for Excellent Education. Here are some of the ways North Carolina is participating:

- NC NCDPI is partnering with two North Carolina professional organizations, North Carolina School Library Media Association (NCSLMA) and North Carolina Technology in Education Society (NCTIES), to sponsor a

video competition to highlight innovative teaching and learning. Winners will receive free conference registration to upcoming professional conferences.

- SAS Institute in Cary, North Carolina, is a corporate sponsor.
- Ten districts and schools were highlighted by former Governor Purdie and the State Board of Education in the fall for being leaders in innovative classroom practices with technology. These include:
 - Alleghany High School, Alleghany County
 - Asheboro High School, Randolph County
 - Cherokee County Schools
 - Granville County Schools
 - Hoke County Schools
 - Kannapolis Middle School, Cabarrus County
 - Mooresville Graded Schools, Iredell County
 - N. Rowan High School, Rowan County
 - Rutherford County Schools
 - Thomasville City Schools, Davidson County

National Digital Learning Day provides school districts to highlight their activities in similar fashion at the local level. One school system taking advantage of this opportunity is Charlotte-Mecklenburg, where Digital Learning Day activities range from students producing videos and live Twitter discussions with a principal and zone superintendent to a digital discussion about the future of technology using Facetime, Goggle and Skype.

Special Awards and Honors

National Title I Distinguished Schools Recognized

Since 1966, the National Title I Distinguished Schools program recognizes exemplary Title I schools that hold students to high standards and demonstrate exemplary school effectiveness in:

- teaching and learning based on the approved state curriculum,
- use of research-based instructional strategies,
- opportunities provided for all students to achieve,
- established partnerships with parents, families, and the community,
- implementation of sustained research-based professional development, and
- innovation and modeling for other schools.

The Department of Public Instruction is pleased to announce the following schools as the state's 2013 National Title I Distinguished Schools.

The winner of the Exceptional Student Achievement category is Bethel Elementary School in Waynesville, NC, of Haywood County Public Schools. The principal is Jill Barker, and Dr. Anne Garrett is the LEA's Superintendent. Schools competing in this category had to exceed the state's average performance in reading and math over the last three years

The winner of the Closing the Achievement Gap category is Oak Hill Elementary School in High Point, NC, of Guilford County Public Schools. The school's principal is Ashton Clemmons, and the LEA's Superintendent is Maurice Green. Schools competing in the Closing Achievement Gap category had to demonstrate a trend of closing the racial achievement gap over the last three years.

The Distinguished Schools were recognized on January 21, at the National Title I Conference in Tennessee. Both schools will also receive Reward Schools Mini-Grants.

NCVPS Teacher Finalist for National Online Teacher of the Year

North Carolina Virtual Public School (NCVPS) English teacher Jennifer (Jen) Currin is one of three finalists for the 2013 National Online Teacher of the Year Award. The Southern Regional Education Board (SREB) and the International Association for K-12 Online Learning (iNACOL) sponsor the award, which recognizes exceptional quality in online K-12 education.

North Carolina Virtual Public School Executive Director Tracy Weeks said she is thrilled to have one of the program's teachers as a national finalist for National Online Teacher of the Year for the third consecutive year. A core focus at NCVPS is to provide students across North Carolina, regardless of zip code, with high quality teachers.

Currin, who is from Wilmington, has worked as an online English teacher at NCVPS for three years and has been a teacher since 2003. She is particularly noted for modifying instruction to reach struggling learners.

The 2012 Subway School Health Champion of the Year Honored

Ms. Lyn Holt, Child Nutrition Director with Person County Schools was named the 2012 Subway School Health Champion of the Year! This award is part of a collaborative project with Subway, Tarheel Sports Properties, the State Board of Education and the Department of Public Instruction. Ms. Holt was brought forward to receive a State Board mug in recognition of this award. The presentation was photographed.

Graduation Report

Report Highlights Successful Strategies to Boost Graduation Rate

North Carolina's public schools reached an all-time high graduation rate of 80.4 percent for the class of 2012. Successful strategies and trends from the field have been compiled in the report, *North Carolina 2012 Graduation Rate*.

The report, based on interviews with principals and district superintendents in North Carolina that have had significant success in achieving a very high cohort graduation rate, will be shared with LEAs statewide in hopes that they can glean ideas for raising the state's graduation rate even higher.

Superintendent's Regional Small Group Meetings Completed Field Meetings Conducted in Morganton, Concord, and Goldsboro

- Three Small Group field meetings were conducted for local superintendents in January with superintendents from all 115 LEAs invited to participate in discussions about legislative and program implementation issues. Topics covered: Legislative Overview
- Educator Evaluation
- The General Assembly's New Accountability Model
- Home Base and PowerSchool Update
- Fall administration of common exams and implications for the future

Superintendent's Principal and Teacher Advisory Committees Advisory Councils meet in Raleigh

The State Superintendent's Teacher and Principal Advisory Councils met in Raleigh on January 16. These advisory councils are comprised of state and regional teachers and principals of the year. Topics discussed included:

- Educator Effectiveness
- Student surveys and their correlation with effectiveness
- Home Base and PowerSchool
- Common exams

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Guilford County Reading Challenge

Superintendent Atkinson shared a video clip at the request of Board member Christine Greene about the work in Guilford County to promote reading. Dr. Atkinson noted that this clip will be shared with LEAs across the state.

Board member Greene explained that one of the first initiatives implemented by Superintendent Mo Greene when he became a superintendent was his challenge to the students in his to read one million books. That first year, the student exceeded his challenge by several hundred books - \$1 million three hundred thousand books. (There are 72,000 students in Guilford County.) The following year, he challenged the students to read two million books – again the students exceeded his challenge. The third year, Superintendent Greene challenged the students to read three million books. This year, Guilford County announced that their students had read 3.3 million books in one year. Mrs. Greene noted that this initiative did not cost anything. She explained that the announcement celebration was filmed and then shown during the Super bowl in the local viewing area.

Superintendent Atkinson dared other superintendents to have the same type of challenge for their students. She also stated that the Department wants to tie this entire a new initiative that will soon rollout called NC Reads.

Recent Activities of the State Superintendent

☐ Attended and/or delivered remarks/keynote address at

- General Assembly’s A-F Accountability meeting, Asheboro
- Inaugural festivities, Raleigh
- Agency Roundtable meeting, Raleigh

Extended Learning Time Update

Ford Foundation Awards More and Better Learning Time Grants to Five States

On December 3, the Ford Foundation joined with the National Center on Time & Learning (NCTL) to announce collaboration with select public schools in five states (Colorado, Connecticut, Massachusetts, New York, and Tennessee) to reimagine the school day through increasing learning time for students in those selected schools.

This announcement was a part of a national web stream that included additional details about this initiative as discussed by national and state leaders on three separate panels. Panelists included U.S. Secretary of Education Arne Duncan, Governor Dannel P. Malloy (Connecticut), Governor John Hickenlooper (Colorado), Chris Gabrieli, co-founder and chairman of the National Center on Time & Learning, and Luis Ubinas, president of the Ford Foundation.

The second panel included other national and state-level representatives, while the third panel included representatives from the district level and community groups. The onsite audience included at least one former governor (Colorado) and other state-level representatives.

Goal:

“The goal of this work is to reinvent public schools through more and better learning time in neighborhoods of concentrated poverty, so that students are prepared equitably for college, career and civic participation.” (The Ford Foundation)

Implementation (the “new normal” in American education in underserved communities):

- Additional hours of instruction, a well-rounded 21st century curriculum, and more personalized learning relationships with adults
- Integration of traditional schooling with after-school, out-of-school, and anytime/anywhere learning opportunities

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- Redesign of how work by students, teachers, and community partners is organized

Strategy:

“Our strategy is to spread robust ideas and evidence, generate public will and build system capacity to achieve the following:

- federal, state and local policies that support expanded and redesigned learning time in schools that serve the nation’s most vulnerable young people and
- compelling examples of systemic and sustained implementation of more and better learning time in communities of concentrated poverty.” [See also the grant making policy.] (The Ford Foundation)

Funding:

Three years for these initial five states, with future funding to follow for additional states

- federal, state, and district funding
- resources from The Ford Foundation and NCTL

Leadership Expectations:

State level sustained involvement (e.g., governor, state superintendent of education, state board of education chairman, and state legislative leadership)

Further details about this Ford Foundation grant program are available at:

<http://www.fordfoundation.org/issues/educational-opportunity-and-scholarship/more-and-better-learning-time/for-grant-seekers>.

Legislative Update

Superintendent Atkinson recognized Ms. Rachel Beaulieu to provide the legislative update. Ms. Beaulieu highlighted the following list of education-related legislation introduced over the past two weeks.

- Joint Resolutions 20 and 21 provide for the confirmation of the Governor’s appointees to the State Board of Education. She explained that a House Education meeting was scheduled for this week where the nominees would appear; however, that meeting was cancelled.
- House Bill 23 – Digital Learning Competencies and School Employees – directs the State Board of Education to develop digital learning standards for educators (teachers and administrators).
- House Bill 44 – Transition to Digital Learning in Schools. Ms. Beaulieu explained that all of the discussion about helping the digital infrastructure across the state and learning standards, specifically transitioning funding from textbooks to digital learning resources, is part of what this bill addresses.
- House Bill 45 – Internet Access for Public Schools – This provides for the State Board of Education to establish a standard for wireless connectivity in each school across the State of North Carolina and to conduct an inventory of where we are and where we need to go to streamline connectivity.
- House Bill 51 – Increase Access to Career/Technical Education (CTE) – This would allow for the State Board to develop endorsements for the diplomas and increased access to both CTE teachers and curriculum. Ms. Beaulieu noted that this is a hot topic on both the House and Senate side. She explained that Senate Bill 14 is a companion to House Bill 51.
- Senate Bill 14 - Increase Access to Career/Technical Education – This week, there was a Senate Committee substitute bill that incorporated language that the Department of Public Instruction and the State Board of Education requested to ensure that the legislation aligns with our current CTE goals and initiatives. As a point of clarification, State Superintendent Atkinson explained that

this legislation continues with the Future-Ready Core. She provided a comparison to what has been done with the NC Academic Scholars Program. If a student goes beyond the future-ready core requirements, the student is eligible for recognition and receives a scholar seal. This bill would have the same type of principle – if a student goes beyond what is required of the future-ready core in CTE, the student is eligible for an endorsement or seal that would show they are career ready, college ready, or career and college ready. A brief discussion occurred.

- Senate Bill 10 - Government Reorganization and Efficiency Act – There was a lot of debate in the Senate on Wednesday about this legislation, which eliminates obsolete boards and commissions. Ms. Beaulieu explained that three of the Committees addressed in this bill related to education are the Committee on Dropout Prevention, the State Education Commission and the Charter School Advisory Committee. The bill would also allow the Governor to appoint the chairman of the State Board of Education. A brief discussion ensued. It was clarified that this bill speaks to the old charter school committee and not the existing Advisory Council. The Committee was disbanded once the Council was established.
- Senate Bill 27 – Public School Protection/Firearm Amendments and Senate Bill 59 - Armed Security Guards in K-12 – Both of these bills would allow for either an armed school safety marshal or an armed security guard in all of the schools. In response to Vice Chairman McDevitt’s question about training, Ms. Beaulieu explained that it is the responsibility of the Law Enforcement Training and Education Standards Commission to provide the training. State Superintendent Atkinson added that in January, the State Board talked about safety and she indicated at that time that the Department would be conducting a survey of all schools about safety resource officers. She shared that the survey is currently underway and the results will be shared with the State Board during a future meeting. She added that school districts use at-risk funds in part to help fund safety resource officers across the state.
- Senate Bill 42 – Charter School/Government Unit – This bill provides for a charter school being deemed a governmental unit simply for purposes of leasing or transferring property.

In closing comments, Ms. Beaulieu commended for further review the legislative briefing papers presented in the Superintendent’s Report. She reiterated that those papers will provide a way to keep abreast of the key issues, facts and data behind the State Board’s and Department’s initiatives.

BOARD MEETING AND COMMITTEE CHAIR REPORTS

CONSENT AGENDA

Chairman Harrison moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

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Chairman Harrison noted one item for consideration on the consent agenda, which had some technical revisions. Chairman Harrison asked if any Board members wanted to remove GCS 3 from the Consent Agenda. Hearing no requests, Chairman Harrison asked for a motion to approve GCS 3 – Change in Future-Ready Core Occupational Course of Study (FRC-OCS) Social Studies Requirement from Social Studies I and II to FRC-OCS American History I and II.

Upon motion by State Treasurer Janet Cowell, and seconded by Mr. Kevin Howell, the Board voted unanimously to approve GCS 3 – Change in Future-Ready Core Occupational Course of Study (FRC-OCS Social Studies Requirements from Social Studies I and II to FRC-OCS American History I and II, as presented.

CONSENT

GCS 3 – Change in Future-Ready Core Occupational Course of Study (FRC-OCS) Social Studies Requirement from Social Studies I and II to FRC-OCS American History I and II

Policy Implications: SBE Policy # GCS-N-004

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

The Exceptional Children Division, in collaboration with the K-12 Curriculum and Instruction Division, is developing American History I: The Founding Principles and American History II for the Future-Ready Core Occupational Course of Study (FRC-OCS) course requirements. The intent is to align with the Essential Standards previously approved by the State Board to ensure rigor and relevance in the OCS courses.

The Board approved standards for American History I: The Founding Principles and American History II which also comply with the No Child Left Behind Act (NCLB, 2001) and the Individuals with Disabilities Education Improvement Act (IDEA, 2004). These NC FRC-OCS courses are being developed to be consistent with the general content standards for the purpose of ensuring that the education of all students, including students with disabilities (SWD), is uniform with the content standards and clarifying objectives for students without disabilities.

Recommendations:

State Board of Education members are requested to approve the use of American History I: The Founding Principles and American History II approved standards for the FRC-OCS courses.

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INFORMATION AGENDA

GLOBALLY COMPETITIVE STUDENTS

(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)

INFORMATION

GCS 2 – ACT Scores – Standards and Comparisons

Policy Implications: N/A

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support), Dr. Tammy L. Howard (Director, Accountability Services), and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

The State Board of Education (SBE) included the ACT assessment in the READY high school accountability model being implemented in the 2012-13 school year. Information on the pilot year administration (2011-12) will be presented to the SBE at the February 2013 meeting.

Recommendations:

N/A

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby recognized Dr. Quick to present the report.
- Using a PowerPoint presentation, Dr. Quick spoke about the 2012 pilot year administration of the ACT and how the 11th grade students performed during the spring administration. She noted that this presentation is provided at the request of Board member John Tate. Chairman Harrison asked the pleasure of the Board in delaying the report since Mr. Tate was absent. Board members asked that the report be presented and that Mr. Tate be provided with the materials.
- Dr. Quick reminded the Board that North Carolina now has two data sets – an eleventh grade data set for performance on ACT and the twelfth grade data set that all states have always received. She added that it is important to note that these are two different data sets.
- Dr. Quick reminded Board members that the Board approved a new accountability model with indicators and ACT is one of those indicators. She explained that there is alignment in the high school performance grades (A-F), which was the request of the General Assembly. For historical information, Dr. Quick shared that House Bill 766 passed in April 2011, which directed the Department to look at assessments that were internationally benchmarked and prepare students for college and career readiness.
- In addition, Dr. Quick reminded the Board that the ACT has five content-based assessments with college readiness benchmarks. North Carolina also includes writing as one of those assessments.
- As a readiness measure, the ACT is aligned to business expectations. Dr. Quick explained that a sample of items was reviewed by the North Carolina Business Committee for Education (NCBCE). The ACT also identifies an instructional plan for the 12th grade course of study (design interventions and more rigors in the 12th grade year. The ACT also gives students a portable score to use for college admissions (students may identify four schools to receive

scores). She spoke briefly about a student who contacted DPI to share that he went to a two-year technical school in welding because his ACT score provided that opportunity.

- Prior to recognizing Dr. Howard to provide the ACT data, Dr. Quick shared that staff followed House Bill 766 noting that the ACT is internationally benchmarked. She explained that it is published in the research literature that it is benchmarked to PISA, an international assessment administered to 15 year-old students. The PISA test also tests reading, science, math literacy and communications aspects of problem solving.
- Dr. Quick explained that the PLAN benchmarks are very similar in expectations. PLAN aligns to ACT and is the diagnostic assessment for the ACT in the 10th grade. Beginning this school year, with EXPLORE in the 8th grade is the diagnostic to PLAN. She reminded Board members that this three-tiered system provides students information around the world of work. She also noted that there is a career-mapping instrument that also tells students where they are on a strong curriculum-based assessment.
- Using a PowerPoint slide, Dr. Howard reviewed the benchmarks for each of the five assessments (English, reading, mathematics, science, and writing). She explained that it is important to note that the four tests (English, reading, mathematics and science) are scored on a 1-36 point scale. The writing assessment is on a 2-12 point scale. In determining those benchmarks, the ACT looked at what it would indicate that a student can be successful entering a credit-bearing entry-level course from high school. She explained that the benchmarks indicate that a student has a 75 percent chance of earning a C or a 50 percent chance of earning a B if the student hits those benchmarks.
- Dr. Howard reviewed the spring 2012 results for the North Carolina 11th grade administration. The ACT was administered to more than 92,000 students. She explained that it is important to remember that the 12th grade report beginning in August 2013 will comprise the 11th grade students and scores from any 12th grade students who subsequently take the ACT independently. Superintendent Atkinson added that it is very important that all people get the message that one of the reasons why the ACT is being administered in the 11th grade is because it gives the opportunity for schools to look at the ACT data to address the weaknesses and needed improvements of their students so that they can be successful in their senior year. Dr. Howard noted that students will take subsequent courses that would increase their scores if they took the assessment again in their senior year.
- Chair Willoughby also noted that it is important to remember that these are ACT benchmarks, not something decided here at the Department of Public Instruction.
- Board member Greene expressed concern about the third bullet affecting the 12th grade program of study because the students will have already selected courses in January of their junior year and the results are coming in the summer. She stated that it seems that there will need to be a lot of revisions in course selection if the data is used properly. She was concerned about how this would be handled. Dr. Howard noted that the ACT suite begins in grade 8 with EXPLORE, which is the first step of information of knowing how students are progressing. The PLAN is then administered in the 10th grade and the ACT in the junior year. She stated that Mrs. Greene was correct that many decisions about course selection will have been made, but that it doesn't mean that they cannot be revisited. Mrs. Greene reiterated that a lot of work would have to take place over the summer in order to take advantage of the data.
- Mrs. Greene also reminded Board members that many students will not take any other college-entrance exam because the state is paying for the ACT.

- Dr. Howard shared that it was also important to remember that there is not an overall composite benchmark. She stated that one of the questions that the Department grappled with was how to take the data from ACT and report it for accountability. She explained that the Department is currently looking at the benchmarks in a summative way with the perspective that each student has the potential to hit five benchmarks and to attribute success to that school for each benchmark that the individual student attains. She shared a hypothetical example of performance across all benchmarks. Dr. Howard also provided a comparison with the four other states administering the ACT statewide at Grade 11. Those states include: Kentucky, Michigan, Wyoming, and Tennessee. She also provided a comparison to those same states with the 12th grade cohort. Dr. Howard noted that the other state's data was comprised of 11th grade 2010-11 statewide and any retests independently taken in 2011-12. She noted that ACT uses the most recent score for the report, which is not necessarily the highest score.
- In response to Vice Chairman McDevitt's query about international comparisons, Dr. Quick explained that the only way to actually compare is to look at how other states did on the PISA subtest. She noted a lot of discussion around why science is as low as it is. The most obvious answer from the standpoint of a high school principal is that you need to ensure that students have exposure to chemistry when they take the ACT, and a lot of schools do not get students to chemistry by their junior year. She stated that focus needs to occur around high school schedules.
- Dr. Quick stated that the Department has the empirical report where PISA took the alignment or linking of PISA in PLAN. She stated that she would share that report with Board members.
- In closing comments, Dr. Quick reminded Board members that North Carolina is one of five states working with the Southern Regional Education Board (SREB) to create courses for intervention and/or remedial courses for students that do not score at the benchmark level in each of the subtests in the 11th grade. These courses could be taken as electives, during summer school, or pre-training after they graduate. The six states involved in this work will decide how these courses will be utilized. She explained that they are aligned to deal with the deficits of students in linking that back to the ACT. Dr. Maria Pitre-Martin is our state's representative for that collaborative. The modules are being piloted this spring, and Mt. Airy High School is one of the pilot schools.
- Dr. Quick shared that the Department continues to provide training/support for schools and students to optimize use of ACT reports for instructional planning, college planning, and to provide training/support for utilizing EXPLORE (grade 8) and PLAN (grade 10) data.
- There was no further discussion.

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ACTION AND DISCUSSION AGENDA

GLOBALLY COMPETITIVE STUDENTS

(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)

DISCUSSION

GCS 1 – Implementation of the North Carolina General Assembly’s Read to Achieve Program

Policy Implications: General Statute § 115C-83.1

Presenter(s): Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

Description:

Section 115C-83.1 of the 2012-13 budget law (pp. 38-45) outlines components of the North Carolina Read to Achieve Program that is effective with the 2013-2014 school year. The goal of this program is “to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.” There are seven major components of this program that include

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

The State Board of Education acted on one component of this program in August 2012. The mCLASS Reading 3D formative and diagnostic assessment system was adopted by the State Board to fulfill the requirements for facilitating early-grade reading proficiency. The state-wide implementation of this program including subscriptions, training, and device allocations is occurring throughout the 2012-2013 school year for full implementation in 2013-2014. The developmental screening and kindergarten entry assessment component of this program will be effective in the 2014-2015 school year. Other components require State Board policy for implementation. The policy outlining these processes is attached.

Recommendations:

State Board of Education members are asked to review the proposed policy.

Discussion/Comments:

- GCS Committee Chair Patricia Willoughby noted a thorough discussion during the GCS Committee meeting on Wednesday about the General Assembly’s Read to Achieve Program. She stressed the importance of reviewing the components of the proposed policy. She stated that the Board will be asked in March to approve the policy and the implementation of those components.

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- There was no further discussion.

This item was presented for Discussion in February and will be return for Action at the March 2013 meeting. (See Attachment GCS 1)

21ST CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT
(Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)

DISCUSSION

TCP 2 – Approval of New Licensure Areas in Undergraduate and Graduate Traditional Programs
Policy Implications: SBE Policy # TCP-B-003

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support) and Dr. Lynne Johnson (Director, Educator Recruitment and Development Division)

Description:

In January 2008, the State Board of Education adopted a proposal for a new program approval process. As part of the new process, Institutions of Higher Education (IHEs) were required to revision their teacher education and school executive preparation programs to meet the new standards adopted by the State Board and to submit their proposals, known as Blueprints, for their new programs leading to licensure. These Blueprints were reviewed by trained teams of public school practitioners, content experts, and higher education faculty. In December 2009, August 2010, and December 2010, the State Board approved revised undergraduate and graduate programs. This list includes IHEs seeking State Board approval to add new licensure areas.

Recommendations:

It is recommended that the programs on the updated list be approved by the SBE.

Discussion/Comments:

- Board member Kevin Howell recused himself from discussion of this item.
- TCP Committee Chair Shirley Harris noted for background purposes that going back to the revisioning of the Institutions of Higher Education (IHEs) and their programs is an ongoing process. Four IHEs are recommended for approval of new licensure areas in undergraduate and graduate traditional programs. She encouraged Board members to carefully review these programs and recommendations prior to the March Board meeting.
- There was no discussion.

This item was presented for Discussion in February and will be return for Action at the March 2013 meeting. (See Attachment TCP 2)

**TWENTY-FIRST CENTURY SYSTEMS
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT
(Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)**

UPDATE ON CONTRACTS

(See Attachment in book)

TCS Committee Chair Kevin Howell encouraged Board members to review the contracts listed for information in the Board book.

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT
(Ms. Christine Greene, Chair; Mr. Reginald Kenan, Vice Chair)**

ACTION

HRS 1 – Driver Education Reform Report

Policy Implications: General Statute § 115C-215, SL 2011-145, Section 28.37

Presenter(s): Ms. Paula Hudson Hildebrand (Chief Health and Community Relations Officer) and Dr. Maureen Berner (Faculty Advisor, School of Government, UNC-Chapel Hill)

Description:

The Driver Education Reform Bill directed the State Board of Education to complete a variety of tasks in order to study and improve the Driver Education program offered in North Carolina public schools. The standardized Driver Education curriculum has been adopted and revised as directed by the North Carolina General Assembly, and all Driver Education teachers have been given copies of the curriculum as developed by the committee of experts and approved by the State Board of Education in March and July of 2011. The Driver Education Advisory Committee has also been appointed and is operational and integrally involved in the development of the Driver Education Strategic Plan. In addition, SL 2011-145, section 28.37 (h, i) states:

- (h) The State Board shall report on the implementation of the pilot program to the Joint Legislative Education Oversight Committee and the Joint Legislative Program Evaluation Oversight Committee by June 15, 2012. The report shall include the cost per student of delivering the instruction and the success rate of program participants in receiving a driver's license.
- (i) The State Board of Education shall report to the Joint Legislative Education Oversight Committee and to the Joint Legislative Program Evaluation Oversight Committee by June 15, 2012, on the following:
 - (1) The most cost-effective method of delivering driver education in the short-term and long term. In making this determination, the State Board of Education shall consider the results of the pilot program implemented pursuant to Section 5 of this act.

- (2) The Driver Education Strategic Plan adopted by the State Board of Education in accordance with GS 115C-215.

The Department of Public Instruction asked the UNC School of Government (SOG) to assist in the vast collection, analysis, and reporting of the Driver Education data and information as requested by the General Assembly. Working collaboratively with DPI and the Division of Motor Vehicles, SOG researchers have matched and reviewed over 237,000 student records and analyzed information from 338 schools to help populate the report.

Recommendations:

The State Board of Education is asked to approve the Driver Education Strategic Plan as presented.

Discussion/Comments:

- HRS Committee Chair Christine Greene reported that this item was thoroughly discussed during the HRS Committee meeting on Wednesday.
- There was no discussion.

Upon motion by Ms. Christine Greene, and seconded by Ms. Shirley Harris, the State Board voted unanimously to approve the Driver Education Strategic Plan as presented. (See Attachment HRS 1)

LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT (Ms. Melissa Bartlett, Chair; Ms. Jean Woolard, Vice Chair)

ACTION

LFI 1 – Renewal Recommendations for Charter Schools with Charters Expiring June 2013

Policy Implications: General Statute § 115C-238-29D(d); SBE Policy # TCS-U-007

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Joel Medley (Director, Office of Charter Schools) and Mr. John Betterton (Chair, Public Charter Schools Advisory Council)

Description:

Based on General Statute §115C-238.29D(d) and SBE Policy # TCS-U-007, the following charter schools are requesting renewal of their charters that will expire June 30, 2013:

- Kennedy Public Charter School (Mecklenburg County)
- Tiller School (Carteret County)

As part of the renewal process, the Office of Charter Schools examined DPI compliance forms and completed renewal site visits to each school. That information, along with academic and enrollment data, was compiled into a renewal portfolio and was presented to the 15 member NC Public Charter School Advisory Council.

On December 5, 2012, the Council met to review the renewal information, interview each charter school, ask related questions, and forward a recommendation to the State Board of Education. The submitted materials include the Council's recommendation, each school's renewal portfolio, and the overall process followed by the Office of Charter Schools.

The Public Charter School Advisory Council recommended renewal for both charter schools. Kennedy was recommended to receive a three-year charter while Tiller was recommended for a ten-year charter.

Recommendations:

It is recommended that the SBE accept the Council's renewal recommendations as presented.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett noted a thorough discussion about these renewal recommendations during the LFI Committee meeting on Wednesday.
- There was no further discussion.

<p><i>Upon motion by <u>Ms. Melissa Bartlett</u>, and seconded by <u>Ms. Jean Woolard</u>, the State Board voted unanimously to approve the renewal recommendations as recommended by the NC Public Charter School Advisory Council. (See Attachment LFI 1)</i></p>

ACTION

LFI 2 – Charter School Amendments for Cornerstone Charter Academy and Rocky Mount

Preparatory

Policy Implications: SBE Policy # TCS-U-014

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

State Board of Education policy # TCS-U-014 provided existing charter schools a framework for which to seek approval to amend their charters. Amendments requiring State Board approval include employing or terminating a management company as well as any other proposed amendment not specifically delegated to the Office of Charter Schools. Two such amendments are now being forwarded to the State Board for consideration.

Cornerstone Charter Academy (CCA), a charter school that has served students since August 2012, is submitting a request to amend its governance structure and school name by partnering with the Challenge Foundation Academy. By entering into this agreement, CCA would acknowledge the affiliation by the addition of "A Challenge Foundation Academy" to the school name. This partnership would also change the governance structure of the nonprofit board by adding two members from the Challenge Foundation Academy to its board. CCA has already received a loan from this organization to help with starting the charter school and could receive an additional \$300,000 for utilization in training staff with Core Knowledge.

Rocky Mount Preparatory, a charter school that has been in existence since 1997, is submitting a request to enter into a management agreement with MasterMind Prep Learning Solutions. The company is North Carolina based and wishes to combine the best practices of business and education. The original contract proposed by the charter school and management company needed revision; however, the current version complies with state requirements. Once State Board approval has been granted, the charter school board will execute the agreement with MasterMind Prep Learning Solutions and provide a copy to the Office of Charter Schools.

Recommendations:

It is recommended that the State Board of Education accept the recommendations as presented.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett reported that this item was thoroughly discussed during the LFI Committee meeting on Wednesday.
- There was no discussion.

Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Jean Woolard, the State Board voted unanimously to approve the charter amendments for Cornerstone Charter Academy and Rocky Mount Preparatory, as presented. (See Attachment LFI 2)

ACTION

LFI 3 – Uwharrie Charter Academy Request To Amend Their Charter

Policy Implications: General Statute § 115C-238.29D(d); and SBE Policy # TCS-U-014

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Joel Medley (Director, Office of Charter Schools) and Mr. John Betterton (Chair, Public Charter Schools Advisory Council)

Description:

State Board of Education policy # TCS-U-014 provided existing charter schools a framework for which to seek approval to amend their charters. Certain amendments can be approved by the Office of Charter Schools while others must gain State Board approval. Relocation of a charter school must be reviewed by the State Board.

The Uwharrie Charter Academy is a preliminarily approved charter school that has not yet opened to serve students. The application indicated a proposal to locate within the Randolph County School district; however, they have encountered difficulty related to this facility. In September 2012, representatives from the charter school contacted the Office of Charter Schools regarding their need to relocate and cross into a separate school district – the Asheboro City Schools. They were informed that a letter needed to be written to the State Board of Education because this type of move required approval by the entity that granted a preliminary charter.

The letter requesting movement from the Randolph County School district into the Asheboro-City School district was submitted last week and is attached. The charter school is requesting at least four years in this new LEA with an eventual move back into the Randolph County Schools district as they

occupy the originally planned facility. The Office of Charter Schools reached out to the new LEA to request an impact statement since they were not afforded the opportunity to present one as the application was reviewed by the Public Charter School Advisory Council and the State Board of Education. Asheboro City Schools did provide an impact statement which is included as an attachment.

This item was before the State Board in January for action; however, after discussion, the Board decided to seek input from the Public Charter School Advisory Council. The Council, during its January 14, 2013, webinar, added this item to the agenda and voted unanimously to recommend that the State Board approve this requested charter amendment.

Recommendations:

It is recommended that the State Board of Education accept the recommendations as presented.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett reported that this item was thoroughly discussed during the LFI Committee meeting on Wednesday.
- There was no discussion.

Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Jean Woolard, the State Board voted unanimously to approve the Uwharrie Charter Academy request to amend its charter, as recommended. (See Attachment LFI 3)

ACTION ON FIRST READING

LFI 4 – Recommendations from the NC Public Charter Schools Advisory Council

Policy Implications: General Statute § 115C-238.29A *et. seq.*

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Joel Medley (Director, Office of Charter Schools) and Mr. John Betterton (Chair, Public Charter School Advisory Council)

Description:

On January 14, 2013, the Public Charter School Advisory Council held a meeting via webinar. During the meeting, the large number of submitted Letters of Intent were discussed and led to the following recommendations:

- (1) The State Board of Education mandate that all applications submitted by the noon March 1, 2013, deadline must be submitted using the automated application. Currently, applicants have an option to utilize the automated application or a Word document submission. The Council asked that the Office of Charter Schools notify potential applicant groups of this recommendation that will be presented to the State Board of Education.
- (2) The State Board of Education modify the timeline approved in November 2012 to allot the Council an additional two months for review. The revised timeline is attached and is only for this round of applications. It does condense the planning year trainings prior to final approval to three months.

Recommendations:

The Public Charter School Advisory Council has recommended that the State Board approve these recommendations as presented.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett noted considerable discussion during the LFI Committee meeting on Wednesday, which resulted in a revised motion regarding the automated application tool.
- Chairman Harrison shared that the State Board of Education encourages and promotes the use of the automated application tool and applauds the subcommittee that developed this online application. However, Chairman Harrison also stated that the Board is concerned about making a change in the application process one month prior to the deadline, and this is not the way the Board wants to conduct business.
- A brief discussion occurred regarding the extension of the timeline.
- Board member Howell expressed concern about the number of employees in the Office of Charter School division and its ability to handle the increasing number of charter schools. A brief discussion ensued.
- There was no further discussion.

Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Jean Woolard, the State Board voted unanimously to direct the NC Department of Public Instruction's Office of Charter Schools, to notify all charter applicants as follows:

- 1. For applications due March 1, 2013, applicants may submit the application using either: (a) the automated application tool provided by the NC Department of Public Instruction; or (b) the traditional method of submitting a hard copy plus an electronic PDF version.*
- 2. All applicants for charter schools are strongly encouraged to utilize the automated application tool. Regardless of the method of submission, the NC Public Charter School Advisory Council is directed to consider applications based upon merit and not upon the method or format of submission.*
- 3. For all future application periods, beginning with those due in the fall of 2013, ALL applications must be submitted utilizing the automated application tool provided by the NC Department of Public Instruction. Applications not submitted in this manner will not be considered absent extenuating circumstances as determined by the State Board of Education.*
- 4. To modify the timeline approved in November 2012 to allot the Council an additional two months for review only for this round of applications, which condenses the planning year trainings prior to final approval to three months. (See Attachment LFI 4)*

ACTION ON FIRST READING

LFI 5 – Program Approval Requests Under the Innovative Education Initiatives Act

Policy Implications: General Statute § 115C-238.50 Part 9

Presenter(s): Mr. Rob Hines (Director, LEA Projects)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming.

Recent legislative changes to the enabling statute require a two-step approval process. First, the State Board of Education provides a programmatic review and approval. Upon completion of that step, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district may open the SBE-approved program with local funds, if desired.

Anson County Schools, Northampton County Schools, and Iredell-Statesville Schools are requesting approval for one school each. All applications include requests for state funding from the General Assembly. Applications that receive State Board of Education program approval must be submitted for funding approval on April 1, 2013.

Recommendations:

It is recommended that the SBE approve the Joint Advisory Committee recommendations as presented.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett noted that this motion has some editorial changes as a result of the Committee discussion on Wednesday. She noted that Board members should already have a copy of the revised motion for consideration.
- There was no further discussion.

Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Jean Woolard, the State Board voted unanimously to recommend that the three districts that submitted innovative school applications implement their programs and strategies according to the provisions of the Career and College Promise legislation. The Board appreciates and applauds the innovative proposals; however, the Board accepts the Joint Advisory Committee recommendations to not approve the Cooperative Innovative High School programs for Anson County Schools, Northampton County Schools, and Iredell-Statesville, as recommended. (See Attachment LFI 5)

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DISCUSSION

LFI 6 – Final Approval for Charter Applicants

Policy Implications: General Statute § 115C-238.29

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

Description:

Sixty-three applicants submitted charter applications ahead of the April 13, 2012, 12:00 PM deadline with the hope of opening and operating a charter school in August 2013. The Office of Charter Schools reviewed all 63 of those applications to ensure they were complete; however, nine applications were found to be incomplete. Fifty-four applications were then forwarded to the Public Charter School Advisory Council for subcommittee review.

The Council divided into three subcommittees to review each application and any LEA impact statements. This level of review, which included the creation of a rubric for each applicant, was finalized by the end of May 2012. The full Council met on June 20-21, 2012, to hear the subcommittee reports and to vote on which applicants to invite for an interview.

The Council invited 30 applicants for interviews for July 16-18, 2012. Each applicant group was provided an opportunity to address the deficiencies or weaknesses identified on the rubrics and for the Council to ask additional questions. After the interview with each applicant group, the Council deliberated and then voted to recommend 25 applicants to receive a preliminary charter from the State Board of Education. Those 25 schools were granted a preliminary charter in September 2012 and are listed below:

- Aristotle Preparatory Academy
- Cabarrus Charter Academy
- Cameron Creek Charter
- Charlotte Choice Charter
- Douglass Academy
- Falls Lake Academy
- Flemington Academy
- Howard & Lillian Lee Scholars
- Invest Collegiate
- Island Montessori Charter
- Langtree Charter Academy
- Longleaf School of the Arts
- Oxford Preparatory High School
- Paul R. Brown Leadership Academy
- Pinnacle Classical Academy
- Southeastern Academy
- STEM Education for a Global Society Academy (SEGS)
- StudentFirst Academy
- Summerfield Charter Academy
- The Expedition School
- The Institute for the Development of Young Leaders
- The North Carolina Leadership Academy

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- Uwharrie Charter Academy
- Willow Oak Montessori
- Z.E.C.A School of Arts and Technology

Applications, rubrics, and impact statements are located on the following Office of Charter School webpage: <http://www.ncpublicschools.org/charterschools/resources/application>.

Since receiving a preliminary charter, these groups have gone through monthly sessions either through face-to-face meetings or via webinar from multiple divisions of the Department of Public Instruction. The Office of Charter Schools has remained in close contact with these schools during the planning year, and these groups have completed the trainings.

Recommendations:

It is recommended that the State Board of Education accept these recommendations as originally presented by the Charter Advisory Council.

Discussion/Comments:

- LFI Committee Chair Melissa Bartlett noted a thorough discussion of the recommendations for final approval for the 25 charter applicants.
- There was no further discussion.

This item was presented for Discussion in February and will be return for Action at the March 2013 meeting. (See Attachment LFI 6)

NEW BUSINESS

Under New Business, LFI Committee Chair Melissa Bartlett shared that Dr. Tracy Weeks provided an NC Virtual Public School Update.

CHAIRMAN'S REMARKS

Other Comments:

In lieu of the Chairman's remarks, Chairman Harrison thanked his colleagues on the Board as well as State Superintendent Atkinson and the entire staff at the Department of Public Instruction for their continued work on behalf of all children in North Carolina.

OLD BUSINESS

No old business was brought before the Board.

NEW BUSINESS

Chairman Harrison recognized Vice Chairman Wayne McDevitt to present a resolution in honor of Board member Jean Woolard's work with the State Board of Education.

**NORTH CAROLINA STATE BOARD OF EDUCATION
RESOLUTION
Honoring
Jean W. Woolard
For Her Outstanding Service
September 2010 – February 2013**

- Whereas,** The State Board of Education takes great pride in the outstanding qualities and dedication of North Carolina citizens who serve public education as members of the Board; and
- Whereas,** Jean W. Woolard has reflected these qualities in an outstanding manner during her term as a member of the State Board of Education; and
- Whereas,** The Board recognizes Ms. Woolard's long-term, successful career in education and in community volunteerism and activism; and
- Whereas,** Her passion for education and children in her community and across the state has earned her the reputation as a relentless advocate for people and causes and that her work has had significant benefit; and
- Whereas,** Jean W. Woolard's zeal as a community organizer, fund raiser, and activist has endeared her to all who know her, many of whom are her former students who remain forever indebted to her for her positive impact on their lives; and
- Whereas,** Her successful work and support for the establishment of the ground-breaking Northeast Regional School of Biotechnology and Agriscience will have an enduring impact on the students, educators, and communities in northeastern North Carolina; and
- Whereas,** Ms. Woolard is a constant and determined voice that asks questions for those who are often underrepresented or less fortunate than many; and
- Whereas,** Her representation of Education District 1 in an admirable manner has served its citizens well; now, therefore be it
- RESOLVED** That the Board commends her achievements as a member of the State Board of Education and admires her continuing work in her community and across the state; and
- RESOLVED** That the Board recognizes and appreciates his wisdom, leadership, and resolve to protect, defend, and advocate for public education across the state throughout his term as Board Chairman; and
- RESOLVED** That the Board expresses with great gratitude its sincere appreciation to Jean W. Woolard for her service to public education as a teacher and as a member of the State Board of Education; and
- RESOLVED** That the Board, influenced by her knowledge, commitment, candor, and dedication to and passion for public education directs the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education, and that an appropriately signed copy be presented to Jean W. Woolard.

Dr. William C. Harrison, Chairman
North Carolina State Board of Education

June St. Clair Atkinson, State Superintendent
North Carolina Department of Public Instruction

February 8, 2013

Education Building, Raleigh	Thursday, February 7, 2013	Board Room, 9:00 AM
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Chairman Harrison requested a motion to adopt the resolution as presented. Upon motion by Vice Chairman Wayne McDevitt, and seconded by Ms. Christine Greene, Board members voted unanimously to adopt the resolution honoring Ms. Jean Woolard for her work with the State Board of Education.

Board member Woolard expressed appreciation for the resolution and shared that it has been an honor to serve as a State Board member.

Next, Vice Chairman McDevitt presented a resolution in honor of Chairman William Harrison for his leadership and service to the State Board of Education.

**NORTH CAROLINA STATE BOARD OF EDUCATION
RESOLUTION
Honoring
William C. Harrison
For His Outstanding Service
March 2009 – February 2013**

Whereas, The North Carolina State Board of Education takes great pride in the outstanding qualities and dedication of North Carolina citizens who serve public education as members of the Board; and

Whereas, Dr. William C. “Bill” Harrison has reflected many outstanding qualities in an extraordinary manner during his term as the Chairman of the North Carolina State Board of Education; and

Whereas, His life-long dedication to public education as a teacher, principal, superintendent, and Chairman of the State Board of Education has earned him the love and respect of students, parents, the community, and his colleagues across the state; and

Whereas, Dr. Harrison’s knowledge as an educator and experience as a leader have contributed significantly to the successful development and implementation of the Race to the Top initiatives during his tenure as State Board Chairman and to the successful operation of the Governor’s Education Transformation Commission; and

Whereas, His steadfast focus on the Common Good of public education reflects his undeniable love and compassion for all children and his commitment to the moral imperative to serve them to the fullest extent possible; and

Whereas, Bill Harrison’s respect for all educators and all that he has learned from them has led him to advocate for their continued growth and development throughout their careers so all children might be served at the highest level in all aspects of education; and;

Whereas, His devotion to “all things children and education” led him to shepherd the State Board of Education in articulating a Vision of Public Education in North Carolina: A Great Public Education System for a Great State as a compass for creating and sustaining a system that will meet the increasing needs of all children; now, therefore be it

RESOLVED That the members of the North Carolina State Board of Education commend Dr. William C. Harrison for his dedicated service in performing his many roles in public education as a true and dedicated professional; and

RESOLVED That the Board recognizes and appreciates his wisdom, leadership, and resolve to protect, defend, and advocate for public education across the state throughout his term as Board Chairman; and

RESOLVED That the Board wishes for Dr. Harrison and his family much happiness in the future; and
RESOLVED That Board members express great gratitude to Chairman Harrison for his service to the Board and to the State of North Carolina as a strong and respected leader in public education and directs the Secretary to the State Board of Education to enter a copy of this resolution into the official minutes of the North Carolina State Board of Education and that an appropriately signed copy of this resolution shall be presented to Dr. William C. Harrison.

Wayne McDevitt, Vice Chairman
North Carolina State Board of Education

June St. Clair Atkinson, State Superintendent
North Carolina Department of Public Instruction

February 7, 2013

Vice Chairman McDevitt requested a motion to adopt the resolution as presented. Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Shirley Harris, Board members voted unanimously to adopt the resolution honoring State Board Chairman William C. Harrison for his leadership of the State Board of Education.

Chairman Harrison stated that his time with the State Board has been a phenomenal experience and he appreciates being a part of the work. He thanked his colleagues and noted his deep respect for the Department of Public Instruction's staff. He stated that it was not until he came to this role that he truly had an understanding of the hard work and amount of work that they do. The Department has faced tremendous challenges, but under Dr. Atkinson's leadership, they have continued to do great work, according to Chairman Harrison. He noted that it has been a privilege to work side-by-side with this Department. In final comments, Chairman Harrison shared that he is looking forward to working with Dr. Pat Ashley with the District and School Transformation Division.

MEETING HIGHLIGHTS

At this time, Chairman Harrison reminded Board members that in January 2011 they held a casual conversation about highlighting, at the end of each meeting, some of the items discussed that will have a direct impact on students. At that time, Chairman Harrison decided to implement a new tradition under his leadership of having a brief conversation each month to identify in very specific terms something the Board has accomplished to improve outcomes for children. Vice Chairman McDevitt noted the RttT report and the presentations by the Title I Distinguished School winners. Mr. Howell cited the leadership and service of Chairman Harrison and Board member Jean Woolard.

ADJOURNMENT

Indicating no other business, Chairman Harrison requested a motion to adjourn. Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Jean Woolard, Board members voted unanimously to adjourn the February 6-7, 2013, meeting of the State Board of Education in honor of Chairman William C. Harrison and his leadership.